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THE TECHNE

Life without Labor is a Crime, Labor without Art
and the Amenities of Life is Brutality. — RUSKIN.

DECEMBER, 1921

"Many an excellent teacher has carried to his grave insights which would have been of immense value to his fellow teachers. We are just beginning in education to learn how to pool our experiences. I believe the decade that has passed, with its intense discussions, has been nothing but the training school for a mature science in which observation will become as common and as objective as in any sphere of investigation.

"It is my profound faith in coöperative analysis of school situations which gives me courage to believe that the student of educational science in his laboratory and the classroom teacher may both contribute to better teaching. I look forward to the time when our educational literature will include in large measure statements by teachers of cases with which they have been able to deal."—*Charles H. Judd, Director of the School of Education, University of Chicago.*



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VOL. 4.

No. 10.

THE TECHNE

PUBLISHED BY THE STATE MANUAL TRAINING NORMAL, PITTSBURG, KANSAS.

A COLLEGE FOR TEACHERS.

W. A. BRANDENBURG, *President.*

VOL. 4.

DECEMBER, 1921

No. 10.

EDITORIAL COMMITTEE.

ODELLA NATION.

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EDGAR MENDENHALL, *Chairman.*

The purposes of this magazine are: To set forth the distinctive work of the State Manual Training Normal; to publish papers that will be of interest to its readers; to assist teachers to keep in touch with the development in their subjects; to foster a spirit of loyalty that will effect united action among the alumni and former students in promoting the best interests of the institution.

Alumni, teachers and friends of the Normal are invited to send communications on such subjects as fall within the scope of the magazine to the committee in charge.

Address communications to The Editor, State Manual Training Normal, Pittsburg, Kan.

Issued every month except August and September.

Sent free to all alumni and students of the State Manual Training Normal and to teachers, school officials and citizens on request.

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The editors will welcome suggestions from *TECHNE* readers. Their desire is to make this little magazine helpful to teachers. Tell us how we can make it of greater service to you. Tell us what *YOU* want.

CONTENTS.

	PAGE
Correlation in Drawing ELSIE LEITCH BOWMAN.	3
Suggestions for Testing Pupils EDGAR MENDENHALL.	6
Classification of Elementary Schools	7
The Trend	12
About the College	13
Books Received	15
Rest	16

Correlation in Drawing.

ELSIE LEITCH BOWMAN, Public School Art, S. M. T. N.

Undoubtedly the most important point in our whole course in drawing is correlation. It should be the fundamental idea upon which we build all of the other educational features to be considered, among which we may mention the cultivation of accuracy, observation, expression, and the not-to-be-neglected æsthetic side—the appreciation of beauty in all things.

It is interesting to note that drawing cannot now alone lay claim to the emphasis of correlation. The interrelation of all courses of study and phases of life is being more and more appreciated by the educational and business world generally. We need only to name one illustration—the big movement which started with a little group of business men in Dayton, Ohio, and which is rapidly spreading throughout the country, similar schools having been organized in Cleveland, Cincinnati and Grand Rapids. A like movement exists in the East and is inspired by Park school, Baltimore, also founded by parents of the community dissatisfied with the local schools. You are probably all familiar with this work, wherein each child on entering the school is studied to discover the thing that appeals most strongly to his interest, and wherein, through the encouragement of this thing, a desire is aroused for the part of the curriculum that must be mastered in order that he can construct in or carry on this subject that has appealed to him. For example, though he may have thoroughly disliked arithmetic for itself, when he finds that to construct a rabbit house, we will say, he must know how to measure and estimate, he will soon see the value for himself of arithmetic, and wish to study it. This is quite unlike the methods of a generation ago, when the word correlation was quite unknown. In drawing, unfortunately, its value is not everywhere recognized to-day. Most of us, I think, can remember when the drawing supervisor would furnish an outline for every day of the school year, which would read something like this: "Monday, paint landscape; Tuesday draw flower; Wednesday, model an apple; Thursday, illustrate a story," etc. The chief aim apparently was to furnish as great a variety of subjects and methods as possible, regardless of appropriateness and utterly oblivious of any connection with any other phase of school work.

Most younger children, as we know, like to draw and paint, but in the upper grades there are always some who feel it a waste of time. When the drawing lesson comes they rather rebel against leaving some, to them, absorbingly interesting subject to draw a disconnected flower, vase or type form which, when the lesson is over, is considered no more. But with correlation, what new life has come into the work?

Personally, we have had great pleasure in our courses in experimenting and carrying drawing into all branches of school activities and into the life of the community. Our outline for all grades is the briefest possible, simply touching upon the big points and leaving the details to be worked out to fit the live interests at the time.

Perhaps one of the most fascinating of our correlations has been with geography, and this can be made to cover practically everything. The sixth-grade drawing is given over almost entirely to correlation. Thus, instead of having lessons in perspective and drawing boxes, etc., things unrelated and de-

cidedly tiresome for most children, we all get together and plan a big trip around the world that is to last a year. As we are to be gone for such a long time, we want to pack much of our goods away from dust, etc., so we must have dry-goods boxes and chests in which to store them. Sketches of these are made, models being easily found in the building, and those sketches are to be put in our journey book—an illustrated diary of the trip. Never before have I seen such enthusiasm over drawing just plain, ordinary boxes. Then come trunks, suit cases and handbags in which to put the belongings to be taken on the trip. The children very enthusiastically bring from home these various objects to sketch. The trunk is usually some child's toy trunk, the real one being too heavy to carry. Then we go to the station in an automobile, or perhaps a street car; and if the former, each will furnish his favorite model. An express wagon or truck also carries the trunk. Of course there must be a sketch of the railroad station, and some teachers go so far as to furnish and discuss tickets, passports, etc. Then there is the track, going on and on to that wonderful land about to be visited. All children seem to like to draw a mere railroad track, but now it is more fascinating than ever. Perhaps alongside the track a prairie-dog town will be shown, and mountains in the distance, or they may be about to enter a village, as may be indicated by the houses shown against the skyline. Many interesting things are found on the way. One that is valuable for perspective, as well as being a rather unique subject, is the mail bag on the crane, waiting to be snatched by the fast train. The subjects are endless. We are never without material furnished by the children. The Christmas construction work comes in very nicely for the presents we are to send back to our friends. Among the interesting subjects of study are different modes of transportation, foreign peoples, their costumes and homes.

Nature study fits in here also, for the children may draw and make into wooden toys the animals they see *en route*, as well as their pets at home; or they may make anatomical studies, in color, of insects and butterflies in their various stages of growth, and even studies of plant life. These can be used later for design, both as regards color and form.

In some classes an interest is developed in astronomy, the constellations being indicated and carefully lettered with white ink on blue paper.

Our seventh- and eighth-grade outline is given entirely to home making, a course inspired by Miss Isor, of Indiana. Here we begin at the very beginning, buying "on paper" a real vacant lot in town (no imaginary location being permitted). We use real figures, each child being permitted a certain limited sum of money to invest in lot, house and furnishings, with a reasonable income for maintenance. Real-estate men, carpenters, contractors, architects, insurance men, plumbers and furniture dealers are all consulted, and different ones come and give talks to the classes. Following this, ground plans and elevations of house and lot are drawn, together with perspective drawings, and to do this the pupil sees the need of an understanding of the principles of perspective. During one stage of the preparation for this work students may be seen scattered all through the halls of the school building, up-stairs and down, sketching interestedly and entirely without supervision—this being unnecessary.

When we come to the furnishing we make trips to the furniture stores of

the town. The business men have always been very willing to help us in any way they can, and seem to be much interested in our method. In these classes we have had the coöperation of all the parents—a thing that has never happened before in drawing.

In furniture we correlate with history by studying its styles and their development, with the causes of the same.

With the books for the homes comes the study of book making, the process by which paper is made, and the actual making and binding of a book. Each pupil in one eighth grade made a class book containing the special work of the class in English and other branches, all printed on the school press. This same class also made a house, planned by a student, and worked out its arithmetic correlations. Besides these there was reproduced a prize drawing—an honor for which all had competed. This book also contained the names of all the eighth-grade pupils and their class-day exercises.

Pottery comes under home planning. A discussion of different potteries in the United States has motivated the work in the schools to the extent that pupils went out to the hillsides, and, bringing in native clay, made pottery of their own, looked up the history of pottery making, experimented with decoration, and in some cases made little, primitive kilns at their homes.

The textiles in the home form a very important branch of the work, furnishing the subject of weaving with all its variations, and also the opportunity to apply a great part of our study of design, both as regards color and form. Large four-harness looms for making rugs twenty-seven inches in width were made in our high-school manual-training classes, thus carrying us back to colonial days. On these looms high-school and even some eighth-grade students made table runners and bags as well as rugs. In our oriental rug study last year we even went so far as to weave little Persian rugs, each child making a tiny loom not more than $1\frac{3}{4}$ by 3 inches, and, using embroidery threads, actually weaving little patterns with the real Persian knot. It was great fun, they said.

Batik work brings up the industry of dyes and dyeing and takes us back to its origin in India. Our costume design correlates closely, of course, with the sewing classes.

As to English, correlation is always the illustration of poems and stories.

For correlation with the civic life of the community posters are made to advertise home industries, to serve as object lessons to improve the commercial poster and billboard and to advertise special events. For our country we have had patriotic posters of all forms.

Current events in school and out are live subjects. Among these are special school activities—the circus; the state fair, if near; and special days like Hallowe'en, which gives opportunity for the development of the weird in landscape and the sense of humor in the Brownies; Thanksgiving, with its history; Christmas, with the making of presents; Valentine's Day, Washington's Birthday and others. An event in our schools last year was the Minneapolis Symphony concert, given for the school children. This resulted in drawings of musical instruments, following a study of their use and development in the music class. These were bound into booklets.

We even carried local interest to such an extent that one year, a circus having gone into winter quarters in our town, we persuaded the manager to lend us a baby lion to pose for the children, he himself bringing it—a most

wide-awake and playful little beast—in his arms and carrying it from room to room. Imagine the surprise and delight of the children.

Social life calls for costuming and stage arrangements for school plays. One of the finest problems that we have had in this line was our "history of art" party. The party was given to make the life and art of the different periods more concrete. Each member of the class was to represent some person of some period of a country studied, and not only were the costumes to be as accurate as possible, but each student was to be prepared to answer any questions that might be asked by our guests about not only the art, but also the life and customs of the people in that country at the time represented. All the decorations, entertainment and refreshments were also to be historically correct. This meant a great deal of research work. For the invitations the class decided to use the scarab as heading and seal. A wood-block scarab was cut and the heading to each invitation was stamped in green ink. These were then hand lettered, rolled and sealed with green sealing wax and stamped with another scarab made by one of the boys of the class, who had carved it first from sandstone and then made a mold with lead. Decorations about the room were all in keeping. Among the refreshments were manna (sandwiches), locusts and wild honey (crackerjack), garlic (lemon drops), ambrosia (fruit salad), dates, figs, olives and nectar (punch). There was some Egyptian music, and a Syrian sang some songs quite Syrian in feeling. A special number was a Greek dance, which was very effective. Some of the costumes were very good, and the enthusiasm shown made us feel that it was quite worth while.

In closing let me emphasize the necessity not only of correlating other courses with drawing, but also of taking drawing into all the other departments of the school. For if we insist on accuracy, neatness and good design in drawing classes and then permit carelessly spaced and poorly prepared writing, spelling and arithmetic papers, of what avail is our teaching of art? Not until it is carried into everything that we do can we feel that drawing has really attained its proper place and true value in our course of study.

Suggestions for Testing Pupils.

EDGAR MENDENHALL, Director of Coöperative Bureau of Research, S. M. T. N.

1. Read some standard book upon educational measurements, such as *Measuring the Results of Teaching*, Monroe (Houghton Mifflin Co.); *How to Measure*, Wilson and Hoke (Macmillan), or *Educational Tests and Measurements*, Monroe, DeVoss and Kelly (Houghton Mifflin Co.). *Measuring the Work in the Public Schools*, Judd (Cleveland Survey), and *The Measurement of Classroom Products*, Courtis (Gary Survey), are also highly valuable. For statistical treatment read *Statistical Methods Applied to Education*, Rugg (Houghton Mifflin Co.).

2. Read carefully the directions prepared by the author of the tests and follow them *religiously*.

3. If inexperienced, acquire by preliminary practice some skill in giving tests.

4. In the same school it is usually desirable that the same person administer the tests.

5. The timing should be accurate. A stop watch is desirable, though not necessary.

6. Do not hurry preliminary directions. Pupils should understand what they are to do; hence, be deliberate.

7. See that each child is ready to start before giving the signal.

8. Score the test papers carefully. When possible, more than one person should score each paper. Experience has frequently disclosed that teachers make errors in scoring; hence, recheck scores.

9. A record sheet for each class should be prepared. The scores should be placed upon this sheet in order of magnitude and the median computed.

10. A graph of the class scores makes more vivid the distribution of individual abilities.

11. The test results should be carefully studied and interpreted.

12. Standard tests should not be used as "practice" material or as "play-things." The results should be compared with the standard scores. The findings should be thoughtfully studied and carefully interpreted and remedial treatment applied when necessary. The effect of remedial measures should be evaluated by a repetition of the same test in another form.

13. Achievement tests disclose the results of training; intelligence tests measure native capacity to achieve or learn. They should be used and interpreted in reference to each other.

14. The propriety of disclosing the results of intelligence tests to either pupils or patrons should be carefully weighed.

Classification of Elementary Schools.

In the meeting of the state board of education, June 21, 1921, a plan for the classification of all public, elementary schools in Indiana was approved.

The law which provides for the inspection and classification of all public, elementary schools in Indiana is found on pages 512-514 of the acts of 1921. This law provides that all town, city and county superintendents shall be coöperating agents of the elementary high-school inspector.

The plan for the classification of schools applies to all rural, town and city elementary schools. All elementary schools will be given their rating on a basis of 100 points. Where there are a number of teachers in the elementary grades in one building the inspector shall find the score for each schoolroom, or teacher, and find the average for all of them, which shall be the score for the school; provided, that all rooms in a first-class school shall meet the minimum requirements which are listed in the score card for first-class schools, and that all rooms in a second-class school shall meet the minimum requirements which are listed in the score card for second-class schools.

Any school which is given a rating of 90 or higher shall be known as a school of the first class, but shall be designated as a "standard school." Any school which is given a rating less than 90, but 80 or higher, shall be known as a school of the second class. All schools which fail to meet the requirements for classification in the first or second class shall be known as schools of the third class.

The elementary grades which are in the same building with the high school will be classified with the high school, and shall be considered as a part of the same school.

In finding the rating for any school the score for each item shall be the same as that which is printed on the score card, or nothing. For each item in which the school does not meet the requirements fully the inspector shall place "X" in the score column. The total score shall be obtained by adding the separate scores together.

The classification of the elementary schools shall be given by the state board of education on the recommendation of the elementary and high-school inspector, from his own inspection, or from reports from his assistant, or from the local superintendents who are coöperating agents for their respective school units. The state board of education shall issue the certificates of classification.

During the school year of 1921-1922 only the elementary schools for which applications are made will be classified. After September 1, 1922, all public elementary schools will be classified.

SCORE CARD FOR ELEMENTARY SCHOOLS.

Name of school.....District No.....Grades.....
 Name of teacher.....Address.....
 Town.....(or) Township.....
 President of school board.....(or) Township trustee.....
 Address

USE ONE BLANK FOR EACH SCHOOL ROOM

	<i>Score.</i>
I. THE SCHOOL GROUND—6.....
1. Two or more acres of well-drained school ground.....	3.....
Less than two acres but one acre or more shall be given a score of	2.....
Less than one acre shall be given a score of.....	1.....
2. Three of the following on the playground.....	2.....
a. A giant stride.	
b. A modern teeter-board.	
c. A coaster slide.	
d. A low, strong swing.	
e. Baseball ground and equipment.	
f. Basketball ground and equipment.	
3. Four shade trees	1.....
II. THE SCHOOL BUILDING—20
1. Foundation, all floors, walls and roof in good repair. (This requirement includes the painting of all frame buildings on the school ground)	3.....
*2. Interior walls and ceiling clean—white, cream, light tan, buff, or very light shade of gray—and basement rooms painted or whitewashed.	
Color	3.....
3. Adequate cloak room, properly heated and ventilated.....	1.....
4. Air space of 225 cubic feet to each pupil. Number of pupils	
Cubic feet per pupil	3.....
5. Lighting from left only, or from left and rear, at least one-sixth of the floor space, with all windows in good repair.....	3.....
6. Adequate, sanitary, indoor toilets, properly heated and ventilated. <i>Required of all schools of two or more rooms of first class</i>	3.....

* Required of all first- and second-class schools.

Score.

Adequate, sanitary, outdoor toilets—widely separated, properly screened, with good, dry walks leading to the same—shall be given a score of		2
<i>(Toilets must be free from markings and drawings. A urinal of nonabsorbent material with individual stalls, one for each fifteen boys in school, shall be provided for the boys' toilet. A seat for each 25 boys shall be provided in the boys' toilet and a seat for each 15 girls shall be provided in the girls' toilet.—State Board of Health.)</i>		
7. Gymnasium and community room combined.....	4	
Gymnasium only shall be given a score of.....	2	
Auditorium for community meeting shall be given a score of, 2 (If only one, underscore.)		
III. HEATING AND VENTILATION—7		
1. Furnace with fan, boiler with adequate radiation, or school-room heater properly jacketed with fresh-air intake, capable of heating the schoolroom or rooms to 70 degrees Fahrenheit in zero weather (underscore)	3	
*2. Proper use of fan, intake of fresh air through wall boxes under radiators, or under room heaters or furnaces, with ample provision for removal of foul air through flues provided for same (underscore)	3	
*3. Tested mercury thermometer in connection to automatic control of heat, or suspended to within four feet of the floor half way between the intake of heat and opposite wall.....	1	
IV. EQUIPMENT—21		
*1. United States flag of good quality, not less than 3 feet by 4 feet in size, on a flagpole which extends at least 10 feet above the roof of the school building	1	
*2. Single, well-varnished desks which fit the pupils.....	2	
3. Blackboards, preferably of slate, on which writing may be seen plainly by pupils from all parts of the schoolroom, at least 80 square feet to each classroom. Kind	2	
*4. Adjustable window shades in good repair	1	
*5. An approved set of encyclopedias and an unabridged dictionary for use in each schoolroom above the fourth grade.....	1	
*6. Library of three volumes to each pupil and at least one set of supplementary readers for use in each of the first four grades, in a good bookcase, with an annual expenditure of at least 50 cents per pupil for new books.....	2	
*7. Nine modern, approved maps in geography, Asia, Africa, Europe, United States, North America, South America, Eastern Hemisphere, Western Hemisphere and Indiana, mounted on spring rollers, for use in each room for all pupils above the fourth grade.....	2	
*8. Globe, 10 inches or more in diameter, for use in each room for all pupils above the fourth grade.....	1	
*9. Adequate supply of good drinking water from fountains, or from well or closed receptacle with individual drinking cups (underscore)	2	
*10. Proper facilities for washing face and hands.....	1	
*11. A good teacher's desk and chair, and two extra chairs in each schoolroom	1	
*12. Ample equipment for primary work, including a good pencil sharpener	1	
*13. Two good, framed school pictures in each schoolroom..... (See pages 20-25 of "Indiana High School Standards.")	2	
14. A good phonograph with ten good records for use in each schoolroom	2	

* Required of all first- and second-class schools.

	<i>Score.</i>
V. THE SCHOOL TERM—8
1. Nine months of school.....	8.....
Eight months required of first- and second-class schools....	6
VI. THE TEACHER AND THE SCHOOL—25.....
1. Seventy-two weeks or more of approved training shall be given a score of.....	12.....
Thirty-six weeks of training shall be given a score of.....	10
<i>Required of schools in first class.</i>	
<i>Permanent exemption from training by the state board of education to teachers who began to teach prior to 1908 meets the requirements for thirty-six weeks of training.</i>	
Twenty-four weeks of training shall be given a score of....	6
Twelve weeks of training shall be given a score of.....	4
2. Success grade of 93% or higher (give last grade..... %),	6.....
Ninety per cent or higher, but below 93% shall be given a score of	3
Below 90% shall be given a score of.....	2
A beginning teacher who is a graduate of a standard college or normal school shall be given a score of.....	4
A beginning teacher who has 72 weeks of approved training shall be given a score of.....	3
A beginning teacher who has 36 weeks of approved training shall be given a score of.....	2
A beginning teacher who has less than 36 weeks of approved training shall be given a score of.....	1
3. Per cent of attendance from beginning of school to time inspection is made 97%-100%.....	3.....
To date%	
Ninety per cent or higher, but below 97%, shall be given a score of	2
Below 90% shall be given a score of.....	1
*4. At least three community meetings during the school year.	
Number.....	3.....
*5. Daily program approved by the superintendent of schools, posted in the schoolroom.....	1.....
VII. SUPERVISION—7
1. Provision for weekly visits by superintendent or principal, if needed	3.....
2. Music supervisor or special teacher.....	1.....
3. Art supervisor or special teacher.....	1.....
4. Health supervision by employed physician or school nurse, 1.....	1.....
5. Physical training supervisor or special teacher.....	1.....
VIII. JANITOR SERVICE—6
1. Written contract between school board or township trustee and janitor, placing janitor under supervision of superintendent, principal or teacher in charge.....	2.....
2. Uniform temperature of heat, sweeping all halls and rooms after dismissal of school in the evening, dusting all halls and rooms before beginning of school in the morning, daily attention to all toilets, wash bowls and to the school ground, 2.....	2.....
*3. Everything in basement or in other part of school building under direct charge of janitor clean and in good order....	2.....
TOTAL SCORE
Perfect score	100

* Required of all first- and second-class schools.

Fire escapes are installed under the supervision of the state fire marshal.

No school which is housed in a building which has been condemned by the state board of health will be classified above the third class.

No school shall be eligible for state aid, for the school year 1921-1922, which does not, upon proper investigation, score at least fifty points, which shall include the thirty (*) points required of all schools of first and second class, according to the score card approved by the state board of education at its regular June meeting, 1921.

EXPLANATION AND SUGGESTIONS.

There is no provision for giving a part of the score for an item. Score can be given only when the requirements are met fully. If there is something lacking to obtain a full score for some item in the score card the necessary improvement should be made to obtain the score.

The school officials who are responsible for the maintenance of the schools should understand that a high score is desired in order to give good opportunity to the boys and girls. A low score necessarily means little opportunity.

It seems necessary to interpret some parts of this score card:

A modern teeter-board should have a strong support, preferably of iron pipe, fastened permanently in a cement base, with heavy boards which have some means of fitting the support.

A foundation in good repair means a solid foundation.

The use of wall paper in schoolrooms should be avoided.

The law requires 225 cubic feet of air space for each pupil.

Most *outdoor* toilets are not only insanitary, but are the cause of much immoral thought and action. Special effort should be made to obtain good *indoor* toilets. Where such toilets cannot be obtained, special effort should be made to keep the outdoor toilets clean in every respect.

A schoolroom heater should have an air duct which will supply fresh air from the outside, under the stove, a good jacket around it and a foul-air duct connected to the chimney for the removal of foul air.

Where a fan is provided as a part of the heating and ventilating system, it should be kept running while school is in session.

A good flagpole of wood or iron in the school yard is more useful than a flagpole on the top of the school building.

A good blackboard in a schoolroom is a necessity. Slate is preferable.

Encyclopedias, library books, maps and globes may be used in more than one schoolroom, but must be available for different rooms which are designated in the score card and of easy access to teacher and pupils. Only such maps and other supplies as are approved by the state board of education should be purchased by trustees and school boards. Young People's Reading Circle books should not be overlooked in the purchase of library books.

School pictures should be selected with great care. Reference is made to pages 20-25 of "Indiana High School Standards," where good pictures are listed by grades. One *good* picture is better than many poor ones. Poor pictures should be taken off the walls. A picture with color in it adds to the attractiveness of the schoolroom.

Community meetings may consist of spelling schools, entertainments, lyceum courses, programs by parent-teachers' club and numerous other meetings.

It is important that the daily program for the schoolroom be approved by the superintendent and that it be posted in the schoolroom.

Good janitor service is a requirement of a good school. Extra effort should be made to let the janitor know what is expected of him and to obtain his best service.

THE TREND.

The *National School Digest* addressed a letter of inquiry to every teacher-training school in this country in an endeavor to secure reliable information in regard to enrollment. The responses indicated that there had been a substantial increase in attendance.

Information gathered from Kansas disclosed the following facts concerning two of the state's normal schools:

	Regular year		Summer		Fall only, 1921.
	Enrollment, 1920-'21.	Increase +, decrease —, over 1913-'14.	Enrollment, 1921.	Increase +, decrease —, over 1913-'14.	
Emporia	1,467	161+	2,575	807+	1,269
Pittsburg	3,511	1,861+	2,448	1,323+	1,192

There are now 1,303 enrolled and upon the campus of S. M. T. N. and 1,075 enrolled in the Extension Department.

The state of Indiana is emphasizing strongly the need of better rural schools. By consolidation the state is doing much to equalize educational opportunity. Indiana now has approximately 1,000 consolidated rural schools.

The department of education of Ohio sends to every teacher in the state each month a publication called *Better Schools Bulletin*. In this way every teacher is kept in touch with progressive policies in education.

A number of cities in the country are now employing "visiting teachers." In many cases these teachers devote their entire time keeping in touch with the work of the school and visiting the homes of pupils. Their function has been defined as an attempt to secure the "adjustment of conditions in the lives of individual children to the end that they may make more normal or more profitable school progress."

John M. Foote, supervisor of rural and elementary schools of Louisiana, while at the meeting of the State Teachers' Association at Pittsburg, stated that the most fundamental movement for the betterment of rural schools is the effort to secure the county unit of school organization. The rapid educational growth of the Louisiana schools he attributes to this type of management. The rural department of S. M. T. N. has always taken this point of view as fundamental to rural-school progress in this state. All other movements, such as the rural high school and consolidation, are more or less sporadic and sometimes ill-advised. Besides the county unit, there must also come the appointment of the state superintendent in somewhat the same way as the chancellor of the State University and the presidents of the state normal schools are selected.

The Phi Delta Kappa fraternity, an educational organization composed of leading educators of the country, submitted to its membership an inquiry as to the reasons why more of the most capable young men who graduate from high schools do not prepare for a life career in education. The following table indicates the answers and the frequencies:

<i>Answers.</i>	<i>Frequencies.</i>
Inadequate salaries	184
Lack of respect for education as a profession	163
Peculiarities and defects in the profession	102
High-school pupils not informed	77
Lack of permanence of position	69
Defects of those in the profession	52
Defects in attitudes and qualities of high-school students	38
Lack of respect for those in the profession	19
High-school students misinformed	13
Pressure of immediate economic demand	10

At a meeting of the research committee of the State Teachers' Association in Lawrence, November 24, an outline of studies to be used in connection with the preparation of the contemplated report of the School Code Commission was made. The names of those deemed best qualified to assume the responsibility of making the necessary study were decided upon. One of the studies to be made will be "pupil achievement" in the various types of schools. F. P. O'Brien, Dean Worcester and Edgar N. Mendenhall were assigned to this task and will be responsible for the accuracy of this work.

ABOUT THE COLLEGE.

State Manual Normal College was wholly given over to the southeastern section meeting of the Kansas State Teachers' Association November 3 to 5. No classes were held Thursday and Friday, but nearly all classrooms were kept open, so visitors might gain a good idea of the institution. All general sessions were held in Carney Hall auditorium, and most of the round tables and the departmental meetings also were held in S. M. T. N. buildings.

About 2,000 teachers were in attendance. Though no one meeting attracted the whole group, attendance was large at almost all. The unusual thing was that the general session Saturday morning drew one of the large crowds. The teachers heard at this session one of the strongest numbers, when Will C. Wood, state superintendent of California, spoke on "What the Public Schools Have Accomplished." Dr. C. A. Prosser, of Dunwoody Institute, who spoke Friday morning, was another feature. Mr. and Mrs. Charles Rann Kennedy failed to make their voices carry well in the big auditorium, and consequently did not hold their audience as well as their dramatic readings deserved. Herbert Quick, of Virginia, spoke interestingly Friday night on the ruralization of the rural school.

Pittsburg motorists provided the teachers with free transportation to all parts of the city at all hours. The Boy Scouts were mobilized in full force to look after their comfort. Newspapers gave the convention large space.

Two hundred seventy-five S. M. T. N. alumni, teachers and friends banqueted in Bussey's banquet hall Friday night, November 4, in connection with the meeting of the state teachers. President W. A. Brandenburg was toastmaster. There were also S. M. T. N. dinners, well attended, at Hutchinson, Salina, and Topeka.

Though the Emporia Normal defeated the S. M. T. N. eleven at Pittsburg, October 29, it was nevertheless the first time in the season the Emporia goal line was crossed. Then when Washburn, which had earlier gone down in defeat before S. M. T. N., got the best of Emporia, the Manual men felt they did not suffer seriously in comparison with Emporia.

The new cafeteria was well toward completion December 1, so far as the building was concerned. There remained the finishing and the installation of equipment. This is to be the best that can be bought. Counter and steam table will be duplicate, so as to provide double service. Seating capacity will be 300, but service will be so rapid that several times that number may be fed.

The Men's Glee Club is this season probably the best S. M. T. N. has ever had. It has a strong group of tenors, the part in which clubs are usually weak, and is unusually well balanced. It made a great hit when singing before the state teachers' convention. High schools wishing to give their town a music treat should write Director Walter McCray for a concert date.

Two S. M. T. N. football stars won places on the all-Kansas eleven chosen by E. W. Cochran, of the *Kansas City Journal*. Price was selected as the best left end in the state and Scott as the premier quarter. "Price is small, but his work on defense is the talk of the conference," Cochran said. And of Scott he said that he "had plenty of opposition at quarter, but his passing ability and his field generalship helped to win him the place."

Mozart's "The Impresario," a comic opera, with Percy Hemus, the famous Kansas baritone, in the leading male rôle, was performed in Carney Hall in November. The singers delighted their audience. Grace Huntington, soprano, vied with Hemus in popularity.

John McCormack, the celebrated tenor, will sing in concert recital in Carney Hall January 27. Then on February 10 Zanelli, the Metropolitan baritone, and Grace Wagner, mezzo-soprano, will be heard in joint recital. It has become an established policy of S. M. T. N. to offer its students and the public the very best the world of music affords.

Federal-training men at S. M. T. N. now number about 300.

Eight hundred students and teachers picnicked at Lincoln park the evening of October 19. A menu of wienies, rolls, doughnuts, pork and beans, pickles, candy, apples and coffee was served to an almost interminable line. Parker-house rolls consumed numbered 1,600.

BOOKS RECEIVED.

Farm Blacksmithing, Friese (The Manual Arts Press), \$1.25. The author has splendidly and progressively arranged a study of practical problems into a course of study that is well adapted to agricultural and consolidated school use. It is a book that every teacher of farm forging should have.—A. H. W.

How to Use Your Mind, Harry D. Kitson, Ph.D. (Lippincott), \$1.50. A practical treatise in very readable form for advanced high-school students and college freshmen. The author bases his discussion upon well-grounded psychological principles. The chapters upon "Note Taking," "Formation of Study Habits," "Concentration of Attention" and "Expression as an Aid to Study" should prove especially helpful to students.—E. N. M.

Art and Education in Wood Turning, William W. Klenke (Manual Arts Press), \$1.40. This is a splendid little book, emphasizing the art and design side of turning, as well as the processes used in general turning. In the manual arts work of the public schools the book fills a need that has long been felt. It should be in the hands of every teacher in wood turning.—F. H. D.

"Were half the power that fills the earth with terror,
 Were half the wealth bestowed on camps and courts,
 Given to redeem the human mind from error,
 There were no need of arsenals or forts.

The warrior's name would be a name abhorred!
 And every nation, that should lift again
 Its hand against a brother, on its forehead
 Would wear forever the curse of Cain!

.

Peace! and no longer from its brazen portals
 The blast of War's great organ shakes the skies!
 But beautiful as songs of the immortals,
 The holy melodies of love arise."

—From "*The Arsenal at Springfield*,"
 by Henry Wadsworth Longfellow.

Rest.

Rest is not quitting
The busy career;
Rest is the fitting
Of self to one's sphere:

'Tis the brook's motion,
Clear without strife,
Fleeting to ocean,
After its life:

'Tis loving and serving
The highest and best;
'Tis onward, unswerving—
And this is true rest.

—Goethe.